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ABSTRACT

Contact North/Contact Nord (CN) was designed to enhance distance education opportunities at the secondary and postsecondary levels in Northern Ontario through the use of new information and communication technologies. The central thesis of CN is that access to education at all levels could be improved through a combined effort by community colleges, universities, and adult-education providers, and that such an effort would create a synergistic effect beyond the resources or capabilities of any one of the participating educational institutions. One component of the four-year pilot project focuses on the development of distance education programs. The Northern Distance Education Fund, which was established to underwrite the cost of creating new programs and encourage cooperative program development, has approved 22 feasibility studies and 15 full degree or certificate programs, with priority given to collaborative projects and those focusing on the specific educational and instructional needs of Northern Ontario. Another component of the CN is the cooperative use of a heterogeneous collection of educational delivery technologies. The most common mode of delivery is print and audio tape packages supplemented by audio and computer conferencing. The initiative has had remarkable success in reducing the geographic and/or philosophic isolation of the participating colleges, in encouraging creativity in program development and resource utilization, and in improving student support systems and professional development. Information on institutional access and user charges, the roles of the two regional coordinating centers and local site coordinators is included, and enrollment and bridged teleconference statistics are also provided. (EJV)

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CONTACT NORTH: THE CONCEPT,
POLICY, DEVELOPMENT, AND STATUS OF
THE NORTHERN ONTARIO DISTANCE EDUCATION ACCESS NETWORK

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SEPTEMBER 1988

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COOPERATION AND COLLABORATION IN DISTANCE EDUCATION

THE CONTACT NORTH/CONTACT NORD EXPERIENCE

ABSTRACT

The economies of scale as well as the effective utilization of limited human and physical resources demand that delivery agents as well as learners work together in developing distance education alternatives. Traditionally segregation of adult education opportunities into college, university and ABE levels as well as rivalries between competing educational institutions has limited the cooperation and extent of collaboration between delivery institutions. The Contact North/Contact Nord project is developing a distance education utility which requires participating institutions to work together in meeting the educational needs of learners throughout Northern Ontario. In addition, Contact North/Contact Nord brings learners together (both physically and electronically) to share learning experiences and benefit from mutual support systems.

INTRODUCTION

Cooperation and collaboration has the capacity to renew and invigorate distance education with the commitment and resources that have been missing in many jurisdictions. Historically models of cooperation have been effective strategies to assist institutions in overcoming problems associated with technological change. Educational institutions must develop strategies which allow them to participate, compete and lead within the emerging information age without depleting their limited human and capital resources.

These strategies must incorporate the risks and benefits of cooperation. The International Extension College/Council for Educational Technology (1987)¹ has ranked these strategies in relation to risk and potential benefit as follows:

Low risk

Modest Benefits

- * Sharing information
- * Exchanging experience
- * Exchanging advisers and consultants
- * Collaborative staff training
- * Accepting each other's students
- * Acquiring and/or exchanging external materials
- * Collaborating on evaluating external materials
- * Collaborating on adaption of materials
- * Cooperating on development of related course units
- * Establishing credit transfer arrangements
- * Creating a common open learning system

High Risks

Major Benefits

The Contact North/Contact Nord project attempts to move institutions from the low risk/modest benefit end of the spectrum up into those areas of higher risk and major benefit.

1 International Extension College/Council for Educational Technology, (1987), Commonwealth Co-operation in Open Learning, Commonwealth Secretariat, London, UK.

BACKGROUND AND DESCRIPTION OF CONTACT NORTH/CONTACT NORD PROJECT

Contact North/Contact Nord is a new initiative designed to enhance distance education opportunities in Northern Ontario, Canada. The population of Northern Ontario is thinly spread over a large geographic area. Northern Ontario contains 9/10 of the land area of Ontario but only 1/10 of the population. There are two universities and five community colleges offering post-secondary programming within this region. Each of these institutions has a regional mandate and has developed some limited capacity to deliver programming within the region. This delivery has most often consisted of correspondence, visiting lectures, and community facilitation techniques. In addition, secondary correspondence education has been delivered via correspondence mode from the Ministry of Education's Independent Learning Centre in Toronto.

The central thesis of the Contact North/Contact Nord project is that access to education at all levels could be improved through a combined effort. Further, such an effort, with appropriate resources applied, would create a synergistic effect beyond the resources or capabilities of any one of the participating educational institutions. While at this writing it is premature to comment on the effects of establishing the network, the process and policies of doing so are instructive.

Several ministries of the Ontario government cooperated with the Ministry of Colleges and Universities to establish provincial financial and policy resources for the project. The Minister announced the initiative on October 20, 1986, and gave direction to establish the network on an operational footing by September 1, 1987.

The four year, 20 million dollar pilot project is designed to achieve the following objectives:

- 1) To improve access to formal educational opportunities at the secondary and post-secondary level for residents of Northern Ontario.
- 2) To establish a long-term capacity to improve access to other training and informal educational opportunities.
- 3) To meet the ongoing and emerging educational needs of residents in communities remote from conventional delivery sources by use of new information and communication technologies.

- 4) To meet the special needs of francophone and native peoples in Northern Ontario.
- 5) To create new and expand existing expertise in the design and operation of technologically enhanced distance education programs in Northern Ontario.
- 6) To create models for the alternative delivery of educational services capable of:
 - a) application more broadly throughout Ontario.
 - b) application to the needs of other jurisdictions, including developing countries.
- 7) To create a "test-bed" to evaluate the effectiveness of various technologies in delivering distance education.

In northwest Ontario, Confederation College and Lakehead University were asked to jointly establish and administer the Contact North/Contact Nord project as regional contractors. At the same time, Cambrian College and Laurentian University were asked to assume this role in the northeast region of the province.

During the planning process prior to the establishment of Contact North/Contact Nord, several government departments became involved. Gradually the lead was taken by the Ministry of Colleges and Universities, with Education and Northern Development also heavily involved. Two committees were eventually struck: the Provincial Management Group, consisting of five senior civil servants and the Provincial Management Committee, consisting of representatives from seven ministries and the Ontario Educational Communications Authority, personnel from the four northern contractors and the two regional coordinating centres.

A formal process for strategic planning and evaluation has been established to consider long term implications for the future of the project.

COOPERATION IN DISTANCE EDUCATION PROGRAM DEVELOPMENT

Grossman (1987)² has argued that delivery institutions should insist on producing and teaching only its own distance education courses. Although Grossman's arguments have merit, the logistics and costs of producing distance education materials and recovering those costs by delivering to large numbers of students, would make participation by smaller institutions in distance education impossible. Only by working cooperatively, in collaboration with other institutions can the members of small faculties accept the responsibilities and earn the rewards of developing their own distance education programming.

A portion (40%) of the Contact North/Contact Nord funding has been allocated to establish the Northern Distance Education Fund. The government intent in establishing this development fund was both to recognize the up-front cost of new programs and to encourage a new development framework. The conditions of application to the fund include the following:

- i) priority given to projects undertaken in a collaborative manner
- ii) full programs, not courses to be developed
- iii) content and delivery methodology to clearly meet northern needs
- iv) development of new programs not currently available in Ontario
- v) encourage quality development by the use of course team approach

To date 22 projects were approved for feasibility studies and 15 full degree or certificate programs have been approved for funding under the program. Development partners must demonstrate ongoing commitment of resources both in the development and the delivery phases of programming developed under the Fund. The Contact North/Contact Nord delivery network, the "electronic highway" is to be considered by each development proposal, but the proposal may, in turn, further define this network.

All programs which receive development monies under this fund will be delivered in the north of the province by northern institutions. However, by agreement, the entire program is licensed to the provincial government and therefore becomes "public domain" within the provincial educational system.

2 Grossman, David, M., Electronic College Courses - The Professor Must be in Charge, Chronicle of Higher Education, 2-11-87.

The effect of this initiative has been remarkable. Institutions traditionally isolated either geographically, or philosophically are designing situations for collaboration. In one case the two northern universities resolved differing academic perspectives on community health care in their co-development of a professional degree in Nursing (Bachelor of Science of Nursing) to be accredited by both institutions. A program proposal in the field of gerontology originally submitted jointly by five regional community colleges received subsequent support from a provincial association seeking a similar training program.

The requirement to develop programs as opposed to courses, and to avoid duplication has encouraged creative combinations. Lakehead University has, for example, proposed jointly with a university in Southern Ontario to design new certificates in the Professional Outdoor Recreation and Environmental Studies. These certificates will include existing audio-visual materials, newly produced video and non-credit seminars delivered live to regional access sites via teleconferencing.

Benefits arising directly from this co-operative approach have been identified in at least two secondary areas: support systems and professional development. Early in the project, monies were budgeted to improve both the media production and library resources of the Northern institutions. This will allow the implementation of a uniform, automated library service, at the university level accessible across the north of the province. Video production resources at the Colleges will be used by staff and faculty on a cooperative basis to the benefit of both students and programming.

Student support and benefit can be greatly enhanced by inter-institutional planning. Study skills, seminars delivered either by teleconferencing or by face-to-face seminars at access sites are offered to many distance education students. Partner institutions, co-developing a program are able to offer enhanced academic resources; for example, specialized academic expertise can be traded for practical field experience or other specializations.

The collaborative interchange of personnel resources at both the proposal and the program development stages provides a working education for administrative, instructional and support staff. Such collaborative ventures demand both formal professional development at the institutions, and also continuous practice in the skills of problem solving and consensus building.

The issues resulting from this new developmental framework are multiple and complex. Operational definitions of collaboration, course team and ownership or copyright must be resolved from the outset. Traditional institutional concerns arise on matters such as territory, institutional mandates, joint accreditation, academic credibility, funding formulae and credit portability. Policy and politics impact on the selection process, the program scope and flexibility.

To succeed, a development program such as the Northern Distance Education Fund needs centralized planning and sufficient funding to allow innovation. At the institutional level, the administration must support and facilitate change. Finally, the operational guidelines for development must allow flexibility within general parameters to support creative application.

COOPERATION IN DELIVERY

In order to accommodate the widest variety of delivery modes currently in use by distance education delivery institutions in Ontario, Contact North/Contact Nord has configured its network with a heterogeneous collection of educational delivery technologies. A 40 port digital teleconferencing bridge as well as the CoSy computer conferencing system was purchased for each of the two centrally located regional coordinating centres. Each of the 27 access sites is equipped with a teleconferencing convener, a facsimile machine, a video tape playback system and television, an IBM AT and a Unisys ICON microcomputer as well as an audio cassette recorder and telephone answering system. Telewriter II audiographic devices have recently been purchased to enhance the teleconferencing capacity.

From the perspective of the remote communities, Contact North/Contact Nord consists of a small adult education classroom which is available as a study and information centre as well as reception point for programming. The access points are located in a variety of sites including College extension offices, public schools, community training centres and other available locations. The community as well as the local host thus gains the use of the Contact North/Contact Nord equipment and the expertise of the Contact North/Contact Nord personnel. Various community groups and local education institutions must then develop collaborative arrangements to share the Contact North/Contact Nord resources.

The most common mode of delivery currently being used on the Contact North/Contact Nord network is print and audio tape packages supplemented by audio and computer conferencing. The facsimile machines are being used for rapid turn around of student assignments and tests.

The role and skill of the local community Site Coordinator is of crucial importance to the Contact North/Contact Nord project. The Site Coordinator completes the cycle of cooperation by facilitating collaboration between institution and community learners. The Site Coordinator acts as an information resource, technician, librarian, counsellor, referral service and janitor. The Site Coordinator, as the key community contact must have well developed personal skills as well as credibility and knowledge of the local community in which they work.

The Site Coordinators also serve as community contact points for delivery institutions. Besides assisting in promotion and referral they have an important role in focusing and defining the educational needs of their own communities and feeding that information back to delivery institutions.

The Site Coordinators work 20 hours a week, sharing their work hours between starting and monitoring the delivery of audio conference courses and maintaining regular office hours. The evening office hours allow learners to work with the educational tools located at the access sites as well as meet with the Site Coordinator and other learners for group support, counselling and information.

Contact North/Contact Nord provides additional human resources to enhance distance education creation and delivery. Two Instructional Designers have been hired to work in a consultative role with course teams developing new distance education courseware. Two Secondary School Liaison Officers work with the public school system, assisting in delivery of teleconferencing courses and in the development of pilot projects. There has been considerable interest shown in the project by principals struggling to offer complete high school programs within very small communities and schools. These professional staff also conduct a variety of inservices designed to assist faculty in acquiring the skills necessary to develop and deliver new distance educational programming.

One of the goals of the project is to enhance programming for targeted groups within Northern Ontario. For this purpose a Francophone liaison Officer as well as a Native Liaison Officer have been contracted to work with community and educational groups to develop and deliver distance education programming.

The Future

This pilot project ends on Mar 31, 1990. Decisions on its future are expected in the fall of 1989 after the evaluation processes are completed. A major issue to be addressed will be the collaborative process, in program development and in the administration of the network. There is no doubt that when resources are scarce and existing institutional mandates can be preserved, sharing makes sense. However, close collaboration requires extra financial resources and institutional and personal commitments. Regardless of the long term decisions taken, collaboration has been remarkably effective to date, as a 27 point network offering over 40 courses was created in less than one year and 15 major development projects were funded.

Such achievement requires considerable institutional support. that Contact North/Contact Nord has come so far in such a short time speaks to the need it has begun to fill and the fact that both institutions and individuals have been prepared to learn new patterns of cooperation to achieve mutually beneficial goals.

CONCLUSION

It is still early to assess the impact and effectiveness of the Contact North/Contact Nord project. In simple numbers, more citizens of Northern Ontario will have accessed secondary and post-secondary educational opportunities. Learners will have access to a broader range of educational activities and delivery institutions and faculty will have had an opportunity to participate in the development and delivery of quality distance education programming. The Province of Ontario, for its investment will have pioneered an advancement in knowledge concerning the application of emerging communications technologies. It will also have invested in the development of high quality distance educational programming and most important in the development of people - both learners and educational developers and deliverers.

De Bono, in his treatise on Future Positive summarizes:

"We need to nurse new ideas and let them develop to a stage where their potential can be addressed. We need to develop testbeds for ideas, for otherwise an idea can only be judged within the existing framework of experience and its potential will be missed if it is the sort of idea that changes frameworks. We need to encourage plurality, options and choices rather than seek to standardize development. Above all we need to dispel the myth that there is enough creative, constructive effort around and that a good idea will have its due effect."

- 3 de Bono, Edward, Future Positive, A Book for the Energetic Eighties, Penguin Books: New York, 1980. pp 232-3.



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North**

*Your Distance
Education Network*

This project is funded
by the Government
of Ontario

**Contact
Nord**

*Votre réseau
éducatif à distance*

Ce projet est subventionné
par le gouvernement
de l'Ontario

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INSTITUTIONAL ACCESS AND USER CHARGES CONTACT NORTH/CONTACT NORD

Principles

1. The primary objective of Contact North/Contact Nord is to improve access to formal educational opportunities for residents of the north.
2. In meeting the needs of residents of northern Ontario, northern educational institutions should be strengthened.
3. Contact North/Contact Nord contractors will develop local operational policies and procedures within this policy framework, working on the advice of the Regional Advisory Boards.

Access Policy

1. Priority of access to the resources of Contact North/Contact Nord will be given equally to:
 - Northern Ontario colleges, universities, and school boards,
 - the Independent Learning Centre,
 - Southern Ontario college, university and school board programs for francophone and native peoples.
2. Contact North/Contact Nord has a responsibility to ensure that northern residents can gain information about and access to educational opportunities provided by Ontario government supported educational institutions throughout the province.
3. To the extent that resources of Contact North/Contact Nord are available and not required by Ontario government supported educational institutions, every effort will be made to accommodate the educational objectives of other institutions, associations and agencies and non-educational users.
4. Duplication of educational programming on the Contact North/Contact Nord communication network should be avoided.

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User Fee Charges Policy

1. An institutional user fee and long distance charges for all users may be established, however, Ontario government supported educational institutions will pay no user or long distance charges in 1987-88 and 1988-89 for educational (as opposed to administrative) use of Contact North/Contact Nord.
2. Use of Contact North/Contact Nord by educational institutions for administrative purposes, and use of any kind by non-profit organizations not covered by item 1, will be charged line costs plus a cost recovery administrative fee.
3. Revenue received by Contact North/Contact Nord for charges to institutions and organizations will be retained by Confederation College or Laurentian University on behalf of the Northwestern or Northeastern Co-ordinating Centre, respectively. These revenues will be credited to the accounts of the co-ordinating centre, and will be reported in the centres' quarterly financial statements. Revenues received by the centres may only be used for Ministry approved expenditures related to Contact North/Contact Nord.

Definitions

Northern Ontario:	All of Ontario north of and including the districts of Parry Sound and Nipissing.
Northern Educational Institutions:	Provincially supported universities, colleges of applied arts and technology and school boards in northern Ontario.
Ontario Government Supported Educational Institutions:	Provincially supported universities, colleges of applied arts and technology and school boards throughout Ontario, and the Independent Learning Centre.
Contact North/Contact Nord Contractors:	Confederation College and Lakehead University in the northwest; Cambrian College and Laurentian University in the northeast.
Educational Use:	Directly related to the development or delivery of educational courses.
Administrative Use:	Not directly related to the development or delivery of educational courses.



Contact North Contact Nord

Your Distance
Education Network

Votre réseau
éducatif à distance

This project is funded
by the Government
of Ontario

Le projet est subventionné
par le Gouvernement
de l'Ontario

INTRODUCTION:

Contact North is a new initiative of the provincial government, designed to increase educational opportunities available to residents of Northern Ontario. The project enhances both the capacity of educational institutions to deliver programming in the north as well as the opportunity for northerners to access this programming. The 4 year pilot project will facilitate delivery of programs at the secondary as well as university and college levels. In addition services of the Contact North Network are available for informal educational activities and programs required by community and non-profit organizations.

Contact North has established a general purpose distance education delivery network which is designed for use by a number of educational institutions. Cooperation and collaboration between institutions and amongst learners is necessitated by the shared use of this common delivery network.

OBJECTIVES:

The following is a list of the objectives and fundamental principles of the Contact North project as defined by the Government of Ontario, 1987.

- 1) To improve access to formal educational opportunities at the secondary and post-secondary level for residents of Northern Ontario.
- 2) To establish a long-term capacity to improve access to other training and informal educational opportunities.
- 3) To meet the ongoing and emerging educational needs of residents in communities remote from conventional delivery sources by use of new information and communication technologies.

- 4) To meet the special needs of francophone and native peoples in Northern Ontario.
- 5) To create new and expand existing expertise in the design and operation of technologically enhanced distance education programs in Northern Ontario.
- 6) To create models for the alternative delivery of educational services capable of:
 - a) application more broadly throughout Ontario.
 - b) application to the needs of other jurisdictions, including developing countries.
- 7) To create a "test-bed" to evaluate the effectiveness of various technologies in delivering distance education.

FUNDAMENTAL PRINCIPLES:

- 1) To support the individual educational endeavours of the residents of Northern Ontario in gaining access to and utilizing the educational opportunities available throughout Ontario.
- 2) To identify and meet the educational needs of residents of Northern Ontario. In meeting the educational needs of northern residents, Northern Ontario educational institutions should be strengthened.
- 3) The learner centered approach to adult education is endorsed and accepted for the network.
- 4) Recognizing that the Ontario Government is funding the operating costs for Contact North, students taking secondary or post-secondary courses through Contact North must not be required to pay any additional fees, beyond the normal course fee charged by the institution delivering the course.

RESOURCES:

Contact North provides both human and hardware resources to enhance distance education delivery. Each of the 27 northern communities chosen as "access points" on the network is equipped with a variety of educational delivery tools including:



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NORTHWEST REGIONAL CO-ORDINATING CENTRE

Terry Anderson	.Director/Directeur
Wayne Ladouceur	.Instructional Design Officer/ Agent de conception de programmes
Bernard Simand	.Secondary School Liaison Officer/Agent de liaison aux écoles secondaires
Brian Beaton	.Native and Community Liaison Officer/Agent de liaison auprès des Autochtones and de la communauté
Wayne Hebert	.Network Co-ordinator/ Coordonnateur du réseau
Susan Hodgson	.Administrative Secretary/ Secrétaire de direction
Muriel MacFarlane	.Receptionist/Réceptioniste
John Arblaster	.Contractor/Contractant Confederation College Co-Chairman, Regional Advisory Board/Coprésidente, conseil consultatif regional
Susan Cole	.Contractor/Contractante Lakehead University Co-Chairman, Regional Advisory Board/Coprésident, conseil consultatif regional

Teleconferencing Convener

joins students from different communities together for class instruction via telephone.

Micro Computers (IBM AT and ICON)

used as student work stations as well as for support computer assisted and managed instruction. Also equipped with telecommunications modems to allow access to electronic mail, computer conferencing and remote databases.

Facsimile Machine

instantaneous transmission of documents, assignments, examinations, etc. between students and teachers.

Video cassette recorder and television

reception, playback and recording of educational video and television productions.

Audio cassette recorders

playback of audio cassette distance education materials and recording of audio teleconferencing.

Telewriter

allows you to create, transmit, and receive graphics in real time or in advance. It allows point to point or multipoint simultaneous communication of both voice and visuals on one standard telephone line, and all activities are controlled by an electronic writing tablet and/or by the computer keyboard. The telewriter functions both as an 'Electronic blackboard' and as a 'slide/overhead projector', allowing you to create color graphics using the tablet, create text using the keyboard, or capture text and graphics from other software packages. These captured or 'grabbed' graphics and text can be displayed, transmitted, annotated and stored. The images can be sent to all sites and all participants can immediately interact on the screen in 'real time' using the electronic tablet and/or keyboard.

The access points are also designed to serve as information and support resources for community learners. A part-time Site Coordinator has been hired at each centre. The site Coordinator maintains a small library which outlines distance education programs available at all education levels from across Canada. The Site Coordinators also serve as informal support resources for distance learners. They are aware of the difficulties experienced by distance education learners and of the institutional and community resources available to help.

The Site Coordinators also serve as community contact points for educational institutions. Besides assisting in registrations, distribution of course materials and monitoring the quality of course delivery, the Site Coordinators are in a position to focus and define the educational needs within their own communities. Finally the Site Coordinators set up and trouble shoot equipment as well as instruct and assist learners in the use of this equipment.

REGIONAL COORDINATING CENTRES

Contact North maintains two regional coordinating centres - one in Thunder Bay for the North West Region and one in Sudbury for the North East Region. The Coordinating Centres are equipped with an audio teleconferencing bridge. The bridge allows up to 20 calls from access points to be joined together for course delivery and class discussions.

The Coordinating Centres also have a number of personnel resources dedicated to developing and delivering distance education services. Each Coordinating Centre is managed by a Director whose role is to co-ordinate and manage the centre and the access points. A Network Coordinator is responsible for the operation of the equipment on the network as well as coordinating bookings and scheduling. An Instructional Designer is available as a resource for delivering institutions and groups to assist them in developing quality distance educational programming. A Secondary School Liaison Officer works with the secondary schools - coordinating the delivery of teleconference augmented programming from the Independent Learning Centre as well as coordinating inservices and pilot projects designed to facilitate the use of educational and telecommunication technology in the secondary school system. Finally, a Native/Community Liaison and a Francophone Liaison Officer will be hired to assist special target groups in developing and utilizing the distance education network.

NORTHERN DISTANCE EDUCATION FUND (NDEF)

The Contact North project includes funds for the development of new distance education programming by post secondary educational institutions. Approximately two million dollars per year will be allocated to the NDEF. The first round of applications has allocated funds for the development of Bachelor of Science in Nursing, General Bachelor of Arts, Certificate in Gerontology, Bilingual Development Services Worker as well as funding for 20 planning proposals. One of the prerequisites for obtaining funding from the NDEF is that educational institutions collaborate with northern institutions in order that expertise in development as well as delivery of programming accrues to Northern Institutions.

MANAGEMENT

The Contact North project is managed by a Provincial Management Committee made up of representatives of a number of provincial ministries including Colleges and Universities, Education, Northern Development and Mines, Communications and TV Ontario. The operation of the network has been contracted to Confederation College and Lakehead University in the Northwest and Laurentian University and Cambrian College in the northeast. An advisory group has been appointed within each region to assist the contractors in managing and developing the project and to facilitate community involvement in its operation. The advisory boards are made up of members from the general public as well as representatives from the colleges, university and public education sectors.

CURRENT PROGRAMMING AND OPERATIONS (NW REGION, SEPTEMBER 1988)

The North West region currently has fifteen access points in operation. (See accompanying map) The sites are located in buildings owned by Confederation College, local school boards or in one case in a community based adult training centre. Initial programming delivered on the network includes 6 courses from Lakehead University, 7 courses from the Ministry of Education's Independent Learning Centre and 17 courses from Confederation College. Initial contacts with community and non-profit educational associations are being pursued and will likely result in programming on the network in the near future.



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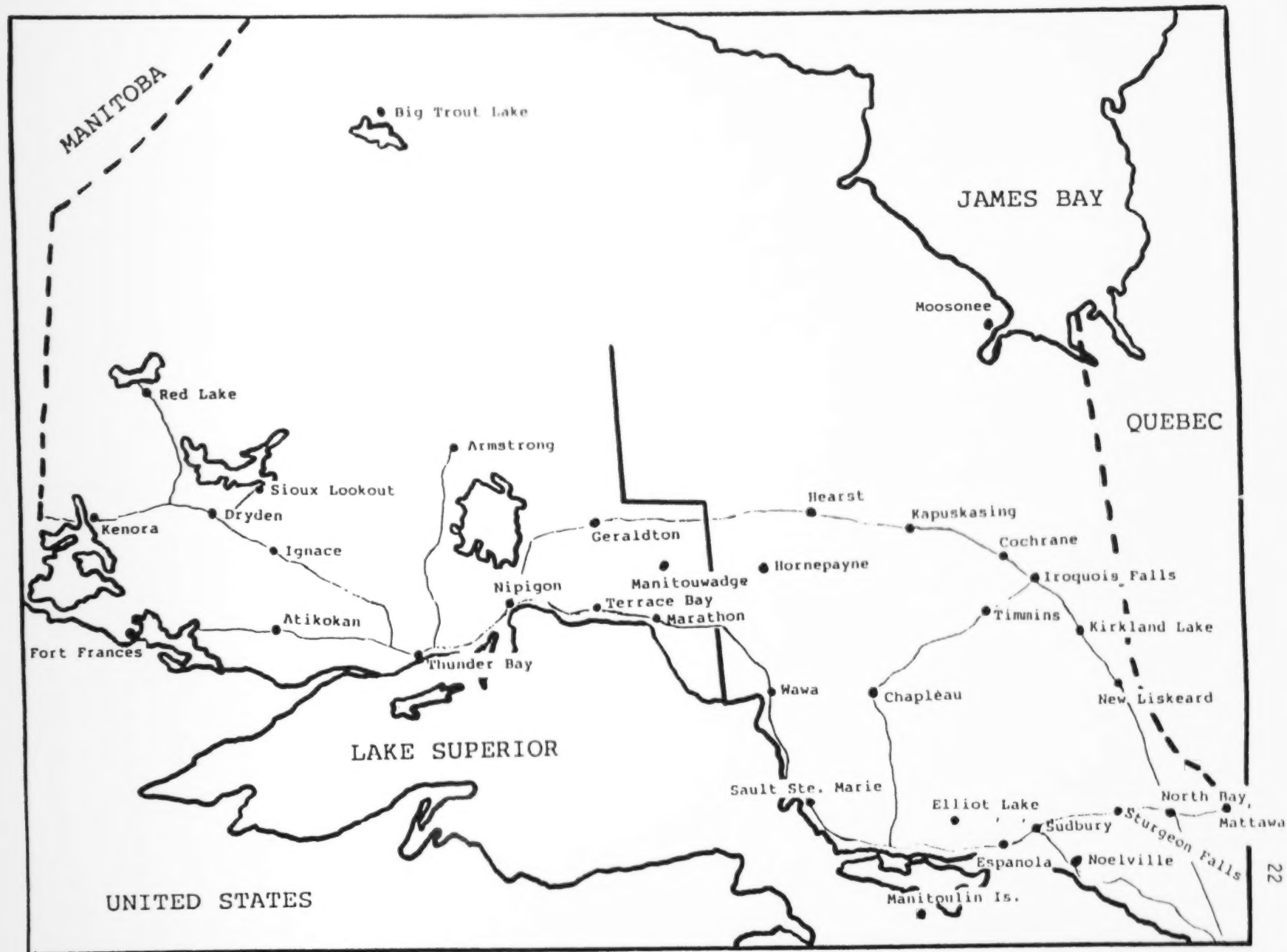
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ACCESS SITE LOCATIONS

<u>ACCESS SITE</u>	<u>HOST INSTITUTION</u>	<u>SITE COORDINATOR</u>
ARMSTRONG	Northern District School Area Board Box 98 Armstrong, Ontario P0T 1A0 Jim McColeman Secretary (807) 583-2010	Ingrid Hope (807) 583-2595 (807) 583-2389 Fax
ATIKOKAN	Confederation College 110 Clark Street P.O. Box 1807 Atikokan, Ontario P0T 1C0 Mike Lewis Director of Education Atikokan School Board (807) 597-6941	Jeanne Bailey (807) 597-6110 (807) 597-6785 Fax
BIG TROUT LAKE	Old School Building Big Trout Lake, Ontario P0V 1G0 Richard Morris, Director Education Authority Big Trout Lake First Nation Band Office (807) 537-2263 Ed. Office (807) 537-2553	Brenda Firman (807) 537-1060 (807) 537-1093 Fax
DRYDEN	Confederation College 69 Earl Avenue Dryden, Ontario P8N 1X8 Keith Sveinson, Manager Community Programs (807) 223-3035	Jim Livingston (807) 223-2993 (807) 223-2994 Fax

<u>ACCESS SITE</u>	<u>HOST INSTITUTION</u>	<u>SITE COORDINATOR</u>
FORT FRANCES	Westfort High School 846 Parker Street Box 842 Fort Frances, Ontario P9A 3N1 Mr. A. J. Gillies Director of Education Fort Frances-Rainy River Board of Education (807) 274-9855	Elizabeth Harvey-Foulds (807) 274-3988 (807) 274-3992 Fax
GERALDTON	Confederation College 1400 Main Street Box 368 Geraldton, Ontario P0T 1M0 Robert Gardner, Manager Community Programs (807) 854-0652	Darcia Brydges (807) 854-0542 (807) 854-0809 Fax
IGNACE	Ignace Secondary School Davey Lake Road Box 418 Ignace, Ontario P0T 1T0 Gerald Gannon, Principal (807) 934-2212	Jeannette Dube (807) 934-6494 (807) 934-6528 Fax
KENORA	Thomas Aquinas School 20 Gunne Crescent Kenora, Ontario P9N 3N5 Hardy Ervick, Principal (807) 468-3327	Christine Blackburn (807) 468-5503 (807) 468-6466 Fax
MANITOUWADGE	Manitouwadge High School Ohsweken Road Box 188 Manitouwadge, Ontario P0T 2C0 Ev Brooks, Principal (807) 826-3241	Denise Gould (807) 826-3327 (807) 826-3623 Fax

<u>ACCESS SITE</u>	<u>HOST INSTITUTION</u>	<u>SITE COORDINATOR</u>
MARATHON	Confederation College 65 Penninsula Road Marathon, Ontario P0T 2E0 David Zub, Supervisor Community Programs (807) 229-2036	Eva Couchie (807) 229-2790 (807)229-2791 Fax
NIPIGON	George O'Neill School Corner Bell & 6th Street Box 190 Nipigon, Ontario P0T 2J0 Glen Aylward Coord. Cont. Ed. Board of Education (807) 886-2243	Cynthia Larson (807) 887-3320 (807)887-2185 Fax
RED LAKE	Red Lake High School Hwy. 105 Red Lake, Ontario P0V 2M0 Doug Quarrington, Principal (807) 727-2092	(807) 727-3591 (807)727-3592 Fax
SIOUX LOOKOUT	Anokeewin Kenomadee Gamik Training Centre 81 King Street P.O. Box 1612 Sioux Lookout, Ontario P0V 2T0 Debbie Korobanik Project Manager (807) 737-1830	Paul Matousek (807) 737-1810 (807)737-3587 Fax
TERRACE BAY	Lake Superior High School Hudson Drive Box 548 Terrace Bay, Ontario P0T 2W0 Ruth Mulligan, Principal (807) 825-3271	Pam McKeever (807) 825-9160 (807)825-9316 Fax
THUNDER BAY	Confederation College P.O. Box 398 Thunder Bay, Ontario P7C 4W1 Diane Scott, Director Curriculum Development & Distance Education (807) 475-6209	Nancy Hutt (807) 475-8741 (807)475-8739 Fax





THE CARIBBEAN

CARIBBEAN SEA

VENEZUELA

COLOMBIA

BRAZIL

NORTH WEST REGIONAL COORDINATING CENTRE

CONTACT NORTH/CONTACT NORD

BRIDGED TELECONFERENCE ENROLMENT STATISTICSSEPTEMBER 1987 - JUNE 1988

<u>INSTITUTION</u>	<u>COURSE</u>	<u>NO. OF STUDENTS</u>
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SECONDARY SCHOOL LEVELINDEPENDENT LEARNING CENTRE

EWCOA-A	English Writer's Craft	19
BACOA-A	Accounting	12
HWMOA-A	History	12
HWMOA-A	History	12
MFNOA-A	Finite Math	19
BS14G-B	Office Procedures	16
Total of 6 courses		90

COLLEGE LEVELCONFEDERATION COLLEGEAMBULANCE AND EMERGENCY CARE CERTIFICATE

WR 100	Human Relations & Ther. Comm.	19
WR 100	Human Relations & Ther. Comm.	14
WR 101	Psychosocial Concepts Applied	12
WR 101	Psychosocial Concepts Applied	20
WR 102	Legal & Ethical Issues	12
WR 102	Legal & Ethical Issues	13
WR 104	Anatomy & Physiology	18
WR 104	Anatomy & Physiology	9
WR 107	Emergency Care I	7

CRITICAL CARE NURSING CERTIFICATE

WR 003	Cardiovascular	37
WR 004	Respiratory	16

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BUSINESS DIPLOMA

AC 104 Introductory Accounting	24
AC 204 Fundamental Acc. Principles	16
AC 219 Fundamental Acc. Principles 2	16
CS 101 Basic Communications	5
PR 302 Human Rel. & Organiz. Behaviour	11
IR 103 Intro. Personnel & Indus. Rel.	30
MK 102 Introduction to Marketing 1	25

DEVELOPMENTAL SERVICES WORKER CERTIFICATE

MR 121 Developmental Disabilities 1	9
MR 428 Counselling & Alter. Therapy	19
MR 812 The Canadian Family	6
MR 823 Health Care & Promotion	10

EARLY CHILDHOOD EDUCATION CERTIFICATE

PY 101 Introductory Psychology	12
PY 105 Child Psychology	6
PY 105 Child Psychology	23
ED 109 Programming Activities	13
ED 209 Programming Activities	4
ED 120 Preschool Education 1	16

GERONTOLOGY WORKER DIPLOMA

GR 114 Overview of Aging	16
GR 215 Culture & Ethnicity	13

HOTEL MANAGEMENT DIPLOMA

HA 212 Housekeeping	7
HA 308 Purchasing-Hospitality Industry	5
HA 311 Food & Beverage Control	8

GENERAL INTEREST

AL 110 Teachers of Adults	3
AL 160 Evaluation of Adult Ed.	2
CHR Community Health Representatives	6
CHR Community Health Representatives	6
CHR Community Health Representatives	8
ZA 153 Pastoral Care	11
ZA 260 Intro. Computer Literacy	24

Total of 40 courses	531
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UNIVERSITY LEVELLAKEHEAD UNIVERSITYBachelor of Arts Degree

Psychology 1100	33
Psychology 1100	34
Geography 1100	11
General Science 2310 Astronomy 1	21
General Science 2310 Astronomy 2	10
Philosophy 2571	23
Fine Arts 1320	6

General Interest

Co-op Education	7
Study Skills	20
Study Skills	<u>9</u>

Total of 10 courses	174
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GRAND TOTAL OF 56 COURSES795 STUDENTS

CONTACT NORTH/CONTACT NORD

BRIDGED TELECONFERENCE ACTIVITY

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.
Credit	34	83	76	36	64	82	78	70
Non-credit	2	4	4	2	4	6	6	7
Contact North/ Contact Nord	2	3	4	2	6	6	6	4
Total:	38	90	84	40	74	94	90	81
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	↓				↓			
	252				339 (35% incr.)			
Total of Credit:	229				294			

From January - April inclusive:

- a) 7% of teleconferences were non-credit.
- b) 6% of teleconferences were originated by Contact North/Contact Nord.